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ABSTRACT

The curriculum was designed to provide a systematic way of instructing apprentices preparing for various trades in the area of communications skills needed on and off the job. The core curriculum is developed in eight learning modules which are self-contained instructional packages: (1) effective verbal communications--understanding and being understood, (2) language problems--words are tricky and slippery, (3) listening--the most overlooked tool in communications, (4) the art of telling: how to present ideas in a talk, (5) effective written communications, (6) communications in formal meetings: simplified parliamentary procedure, (7) customer relations, and (8) rumor and the grapevine. Each module contains the following information: educational objectives, content, instructional suggestions, references, and background information. The objectives are based on expected terminal performance which the apprentice should exhibit at the end of the instruction. (Author/EC)

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COMMUNICATIONS

UNIT 2

A CORE CURRICULUM OF RELATED INSTRUCTION FOR APPRENTICES

CE005 940

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The University of the State of New York / THE STATE EDUCATION DEPARTMENT
Bureau of Occupational and Career Curriculum Development Albany, New York 12234
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FOREWORD

Apprentice training is a systematic way of providing the skilled workers necessary to supply current and future employment demands. Related instruction is an integral part of a planned apprentice training program — ranking in importance with the skills learned on the job. The related instruction provided to apprentices helps them better understand the trade and to know *why* things are done as well as *how* they are done.

A *Core Curriculum of Related Instruction for Apprentices* was designed to provide relevant instruction to apprentices preparing for a variety of trades. It includes the general topics appropriate to all who will be taking their place in the national workforce. Therefore, presentation of related instruction to a mixed group of apprentices becomes a feasible and manageable activity which helps fulfill the legal requirement for this component of a full apprentice program. It leaves the trade-specific information to be provided as the need arises.

The core curriculum is developed in major units or general topics. Modules within each unit are designed as self-contained instructional packages which can be selected for presentation to meet individual and program needs. The objectives of each module are expressed in terms of expected terminal performances which each apprentice should exhibit as a result of instruction. This allows any apprentice who is able to accomplish the student objectives to move on to another module. The program provides sufficient flexibility for the development of instruction to meet the specific needs of a variety of apprentices with differing backgrounds and expectations.

This unit, *Communications*, is one of nine units that have been developed to provide the apprentice with communications skills needed on and off the job. The Administrative Considerations and Instructional Considerations which are helpful to administrators and journeymen/instructors in developing and conducting an approvable course in related instruction are contained in Unit I, Introduction to Apprenticeship. It is suggested that reference to that unit be made by all who will instruct this unit.

Content relating to the core curriculum was developed under grant at the New York State School of Industrial and Labor Relations, Cornell University, Ithaca, under the supervision of Professor Felician F. Foltman. Assistance relating to content was provided by Charles A. Stebbins, Associate in the Bureau of Trade and Technical Education, with the concurrence of Carl G. Benenati, Chief, who is responsible for the approval and conduct of related instructions programs for apprentices. The material developed was adapted to a curricular format and prepared for publication by Nelson S. Maurer, Associate in the Bureau of Occupational and Career Curriculum.

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UNIT 2

MODULE 2

EFFECTIVE VERBAL COMMUNICATIONS — UNDERSTANDING AND BEING UNDERSTOOD

Examines some of the common barriers to effective communication and the techniques for overcoming these barriers.

OBJECTIVES

At the completion of this module students will be able to:

(1) *State the importance of communicating effectively*

(2) *List the problems faced by anyone using words to communicate*

(3) *Enumerate the problems in communication resulting from ways we see things and our reaction to others*

(4) *Analyze the different means of overcoming barriers to effective communication*

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CONTENT	INSTRUCTIONAL SUGGESTIONS
Importance of Communicating Effectively • Time Spent Talking to or with People (1)	Show the need for being able to communicate effectively by asking the students the following questions: • Does your spouse always understand you fully?

BACKGROUND INFORMATION

We live in a world of people, and much of the time that we spend with them, we or they are talking. Unfortunately, much of this talk fails to transmit what we want to say in the way we want to say it. Thus, we would all enjoy ability to talk effectively with them.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Talking with a Purpose (1)	• Do your children or friends resent it when you tell them things for their own good?	While some talk may seem aimless or designed to simply be friendly, in most cases people are trying to get a thought, idea, or feeling across to someone else. To do this successfully requires that people know and utilize the techniques that have been discovered for conveying information accurately and efficiently.
• Consequences of Failing to Communicate (1)	• Do you have trouble sometimes getting things across to people?	Failures in communication have often been blamed for such things as marital breakups, loss of or estrangement from friends, children, or parents, or the loss of a job.
• Language - the Most Significant Characteristic of Humans (1)	• Are your fellow workers always reasonable in what they say?	Man alone can use words to convey meaning. Man is physically one of the most defenseless creatures on earth, but by using words to reason on several levels he has been able to survive. Man is the only creature on this planet that can theorize and think abstractly and equally important can pass these thoughts and conclusions down from generation to generation. Man is the only animal who can develop a culture. On the other hand, without language and communications, it would be impossible to have organized warfare, dictatorship, international ideological competition, religious strife, and other forms of conflict.
• Affects of Communications on Individuals (1)		The skills, knowledge, attitudes, and beliefs that have been transmitted to a person makes him what he is. To the extent that your ability to speak, write, read, and listen effectively affects your relationship with the people around you and your movement in your chosen line of work, communication affects what you will become.
• The Task of Understanding (1)		Today the number and complexity of our relationships with other people is much greater than it was just a few generations ago. For example, look at the number of groups or organizations you belong to today and compare this to the simpler times of your grandfather or his grandfather. Compounding this complexity is the amount of information that people receive daily as a result of their increased number of interpersonal contacts and the mass media. This information must somehow be sorted out and utilized to form thoughts and beliefs and to guide actions.

CONTENT	INSTRUCTIONAL SUGGESTIONS
Problems Using Words to Communicate • Words Are Symbols (2)	Ask students to compare the meanings of such words as an inch, a foot, and a pound with a little, some, and a lot. There will probably be close agreement as to the meaning of the words in first group, but there will probably be a wide variation as to the meaning of the words in the second group. (Ref. C, Ref. E)
• Meanings Keep Changing (2)	
• Words Mean Different Things to Different People (2)	

BACKGROUND INFORMATION

Words mean nothing unless there is agreement about what they stand for between the sender and the receiver of the message. Problems arise because words are often very imprecise and indicate only part of what we wish to say. In some cases, even this part will be misleading or incorrect. This is less likely to occur when we use words that are merely a label for something that actually exists. However, when we use words that are supposed to mean something that cannot be pointed at, we run the risk of the word having one meaning to the speaker and a quite different meaning to the listener.

This is evidenced by the fact that dictionaries have to be constantly updated and revised. Two large contributors to this need for change are science and the technology that relates to it and slang. The latter often becomes common usage and eventually is formally accepted into our language.

As noted earlier, the further we move away from words as labels for objects which actually exist, the possibility arises that the same word will mean different things to different people, which can lead to confusion and misunderstanding. The problem is that each of us *assumes* that the words we are using mean the same thing to the listener that they do to us.

This difficulty can be illustrated with the following story about the artist, Luis Quaintanilla. One day in the south of France, a farmer watched Quintanilla as he sat before his easel, studying the canvas. "You are resting, I see," the farmer observed. "No, I am working," the artist replied. Later that same day, the farmer passed by again as Quintanilla was digging in his garden. "Now you are working," the farmer commented. "But, no!" the artist answered. "Now I am resting from my work." The problem was that to the farmer digging was work and painting appeared to be "resting," while to the artist painting was his work and digging was his means of relaxing.

Other illustrations would include various person's definitions of specific words, such as pot. Possible answers include a fat belly, a cooking utensil, a toilet, a plant container, or the slang expression for marijuana.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• The Context Changes the Meaning of Words (2)		Words are only verbal symbols and their meaning will be different in different contexts.
Problems in Communications • People See and Hear What They Want to See and Hear (3)	Use an example to show that people see what they want and expect to see. Divide the class into four rows and tell them that a word will be shown to them very briefly and they are to write down what word they see. Tell the people in the front row that the word will have something to do with taste, those in the second row that the word will relate to food, those in the third row that the word relates to clothing, and those in the fourth that the word relates to baseball. Tell each row individually what to expect. When the following design is flashed before them,	What a person sees or hears or chooses not to see or hear is determined by his needs, wants, and drives, as well as his past experience.
• People See What They Expect to See. (3)	bUtCCY it is almost certain that people in the first row will see the word bitter, in the second, butter, in the third, button, and in the fourth, hitter, as each person will see what he expected to see.	This is one of the reasons it is often so difficult to proofread something. We do not see spelling errors because we do not expect to see them.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• People Have the Tendency To Evaluate (3)		There is a natural tendency for people to judge, to evaluate, and to approve or disapprove what another is saying from their own point of view rather than to try to see the other person's point of view.
• People Confuse Facts with Inferences, Opinions, or Value Judgements (3)		Facts, inferences, and value judgments each represent a different level of understanding. Many people, when asked a question, jump to the value judgment level immediately, without ever attempting a factual explanation.
• People Judge Things at Either Extremes (3)		People often see all things as good or bad, right or wrong, liberal or conservative, black or white, and ignore the various shades that may exist in each case.
• People Judge Others by Association (3)		This is the tendency of some people to believe that if a person shares one characteristic with another person he shares several other or all characteristics with that person whether or not such a belief is justified or supported by the facts. Using this logic, it is practically possible to prove anyone guilty of anything. One example that, until recently, many young people complained about can be reduced to a simple syllogism as follows: Hippie radicals have long hair. You have long hair. Therefore, you must be a hippie radical. Of course, youth, during this same period, were often just as guilty of the same charge when they concluded: The Establishment has short hair and wears a suit. You have short hair and wear a suit. Therefore, you are part of the Establishment.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Use Words That Are Understood (4)		It is of little good to use big words to impress someone if in so doing you are not getting your ideas across.
• Sell, Don't Tell (4)		Try as they might, most people tell other people what to do rather than sell them on the idea of doing it. "Don't" is a word that gets more people into trouble because, when other poeple hear it, they become very defensive. Instead of telling people what they can't do, tell them what they can do.
• Use Examples (4)		A person will almost invariably improve his communications if he gives a clear, simple and easily recognizable word picture of whatever he is talking about, rather than using abstract words with several possible meanings. You should also be sure the word fits the experience of the listener and is free from elements that will distract from whatever significance you had in mind. For example, if you are from Cincinnati and are dealing with persons from New York City, you should be very careful how you use the Reds' baseball team and particularly hassling Pete Rose in your examples.
• Know Who You Are Talking to and the Context in Which He Hears You (4)		As noted earlier, the meaning of what a person hears depends on his past experience and present interests, desires, and needs. Therefore, it pays to reduce the possibility of misunderstanding by examining who you are talking to and the conditions under which the discussion is taking place and then very carefully use words that fit this context.
• Plan Your Communications (4)		Plan your communications by: • Knowing what you are trying to communicate • Knowing as much as possible about whom you are communicating with, his background and experience, his personal values, the present state of his affairs, and what he expects and hopes from you • Knowing yourself, what your goal is for the communication, what you stand to gain or lose, and what habits you have that you should watch for (you might have a tendency to talk too much, or to cut others off)

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		• Planning your approach, including such things as the best time to talk, the style of the conversation (positive or negative), and possible illustrations to clarify your point • Trying to foresee how your discussion might affect the other person's discussions
• Make Sure You Are Understood (4)		Find out from whomever you are talking to whether or not he understood what you said. This can be done simply by asking whether or not he understands, or, if it is critical that he understand, by asking him to repeat what you said in his own words. In so doing, errors can be corrected immediately.
• Avoid Resentment on the Part of Your Listener (4)		Avoid resentment on the part of your listener by: • Being wary of telling only part of the story • Not exaggerating • Avoid overusing two-value (black or white) words • Use we more often than I • Taking the time to understand what the other person means before you respond • Knowing the difference between facts and inferences; using facts whenever possible and appreciating the problems inherent in the use of inferences • Using words that show respect for others
• Do Not Expect Everybody You Talk with To Be Reasonable (4)		When communicating with others consider the following: • Everyone is different and some will just not be reasonable from one person's viewpoint • People often resent being told to change habits or parts of their personality, even if it is for their own good • People have different personalities and experiences and as a result different viewpoints and attitudes
• Do Not Be So Sure You Are Right (4)		Doing the communication process keep in mind that: • Assuming an unalterable position at the beginning of a conversation may work against your best interests

CONTENT

INSTRUCTIONAL SUGGESTIONS

- Listen with Understanding (4)

- Learn To Disagree Agreeably (4)

BACKGROUND INFORMATION

- If you expect the other person to be open-minded, you must be a good listener and let him talk back
- No two people see things in exactly the same way
- There is always more to be said

Always try to see things from the other person's point of view, to determine how it feels to him, to sense why he feels the way he does. While this sounds simple, it is not. In fact, it is one of the most difficult things for people to do.

The following experiment is suggested to test the quality of a person's understanding. The next time you have an argument, be it with your wife, your child, your parents, or your friend, stop the discussion for a moment and make the rule that each person can speak for himself *only after* he has accurately restated the other person's ideas and feelings, to that person's point of view, before responding with your own. While it may sound simple, it is in fact probably one of the most difficult things you'll ever do. However, if you can do it, you will find that the discussion becomes less emotional, the number of differences smaller, and the remaining differences more manageable.

To keep the communication on a positive note consider the following actions:

- Making allowances for the other person's values and viewpoint
- Remembering that a personal slur is only the last resort of a losing arguer
- Avoiding the desire to "set people right"
- Getting the other person's viewpoint before trying to persuade him to yours
- Keeping in mind that a person's opinion is the result of a lifetime of experiences and, as a result, it may be unpleasant for him to change
- Not arguing about unprovable things
- Always meeting the issue squarely and fairly
- Listening to the other person as the first step toward persuading him to your point of view

LANGUAGE PROBLEMS — WORDS ARE TRICKY AND SLIPPERY

Explains the communications problem we all have when we use words for the messages we send and distinguishes ways and means to avoid common word problems

OBJECTIVES

At the completion of this module students will be able to:

(1) *Analyze the use of words as a part of the total communications process*

(2) *Explain and illustrate the importance of words and language in the communications process*

(3) *Explain and illustrate the use of words in relation to their meaning*

(4) *List and explain other problems when using words*

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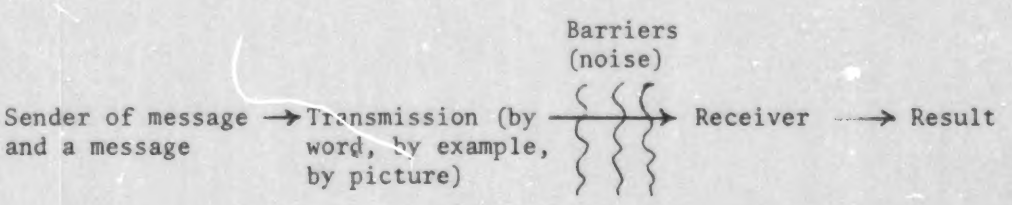
CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Use of Words in Communications • Definitions of Communications (1) • The Elements in Communications	Discuss with students whether or not anyone has ever been misunderstood along with the situation and problems that caused the misunderstanding.	Communications is usually given two interpretations: one, that it is a process of sending messages from senders to receivers through various channels (media), and the other, that it is the interchange or sharing of meanings among people. Here we are concerned less with channels and more with the idea of sharing meaning and understanding. One way to put it is to say that communications is a *bridge* of meaning to cross the chasm of misunderstanding that exists among all people. The communications process can be visualized in schematic form in the following way: 

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Breakdowns in Communications (1)		It is very evident that any or all parts of the communications system can and do break down. The message sender may not be credible, that is, he may not be believable. The communications channel may be deficient, as for example, when we elect to tell a person orally instead of leaving him a note. The receivers of messages may have biases which filter out or change the nature of the message that is being sent. One of the most severe causes of communications breakdown (if not the worst) lies in the words, the language, that we use when we try to share or exchange meaning (to communicate).
Importance of Words in Communications	Ask students to suggest and to discuss messages which were communicated to them or by them while at work, in light of *facts*, *feelings*, and the *purposes* of such messages. For example, a foreman says to an apprentice: "I know you are an apprentice, but we have to finish this job today, so go over and help Joe Journeyman right now, even though it's not on your training schedule." Discuss the separate parts on this message.	There are many differences (and some similarities too) between you and an ape in the jungle, but the most important difference is that you talk, use words (language) as tools to share (communicate) ideas, feelings, facts, and intentions.
• Words Are Tools Used for Thinking and Talking (2)		We learn how to think and even how to feel through the use of our mental tools, our words (language). Every message that is sent by one person to another has three components in it: (1) the facts, (2) your feelings, and (3) the purpose of your message.
• Tools Are Designed for Special Purposes (2)		Consider a machinist's ball-peen hammer. You may drive nails with it, straighten out bent sheet metal, but you cannot easily pull nails from a board with it. You cannot drill holes with the hammer or remove a set screw. A tool has a special purpose, although it is true that tools can be used for many purposes beyong those normally associated with them. Also, a hammer is sometimes used as a weapon, but we hope not too often.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Tools Are Extensions of Our Senses (2)		Another important point is that tools are really extensions of our arms, hands, and legs, of our complete sensory apparatus. Language can be viewed as a mental tool that we use. We must remember to use the tool as it was designed to be used, with full recognition of its limitations. Furthermore, it is worth repeating that unused tools may become rusty and then unsuitable to do their designed work. We may acquire better tools (more words or more precise words) and we may also become more skillful users of our tools (use words and language to convey meaning rather that to confuse). We may be able to transfer, to share ideas and meaning more easily, more efficiently and with better results. If nothing else, we should appreciate what our word tools cannot do. To illustrate this last point, pinch your finger—now tell someone exactly how you feel, what is going on inside of you as a result of the pinching.
Use of Words in Relation to Their Meaning • Words Are symbols (3)	Consider and discuss with students how the following simple sentences might be construed or interpreted: • "I never said he stole the money." • "I love you."	Words are only *symbols*, that is, they stand for or suggest something. The word "horse" does not look like a horse, whinny like a horse, smell like a horse, or run like a horse, but it means (stands for) horse because the English-speaking people of the world have made it a *symbol* for a horse. What the word stands for is simply a matter of what people decide it should stand for. Communication is said to be symbolic, that is, an activity in which we use *symbols* to suggest certain kinds of meanings. To remember that words are only symbols, it is useful to think of words as merely a map of a territory. A map is a piece of paper, a symbol of something, but it is not the actual physical geography. No two people react to any word or symbol in precisely the same way. Thinking is really talking to your self with words.
• Meanings of Words (3)		What it means to the other person, the receiver of the communication, is very important. The fact is that the meanings of words are not very sharp or clear, certainly not as clear as the symbols on the

CONTENT

INSTRUCTIONAL SUGGESTIONS

- Dictionary Definitions of Words (3)

- Words In Context (3)

BACKGROUND INFORMATION

road map in the glove compartment of your automobile. Your map shows a double red line and you know that it is a superhighway. You see a narrow blue line and you know that the road is only macadam and probably winding and narrow.

If a supervisor says, "we have a *job* to do", what is he really talking about? Does he mean the special high priority need to finish the rush job that has been assigned for today? Does he mean cleaning up the three or four aspects of a job that we were on last week? Does he mean that competition is getting tougher and that we have a job to do to keep this company from going bankrupt? Does he mean that there is something immediate, but temporary, to be accomplished? Clearly, words can mean many things, so that both parties must work hard to share meaning with one another.

Could we solve the communications problems of the world if we relied on the definitions of words as these are given in a standard dictionary? The answer, unfortunately, is no. Consider the fact that some of our most used words have not one but several different meanings. Take a simple word like *have*. The dictionary tells us that it means to hold, to possess, to experience, to enjoy, and more. Even when it is used in a sentence there is a real possibility that it may not be completely clear to the listener (the receiver).

Since words are seldom used alone, it is important when trying to understand, to relate words to one another, to put them in *context*.

Consider this illustration which emphasizes the need to understand the total context to get the true meaning. Three different people are referring to three different persons when they say: "He is cool." The first speaker means to suggest that the person is physically refreshed. The second speaker is referring to the person's body temperature. And the third speaker is referring to the person's attitude toward modern society.

Context means where the word is used in a sentence and how, what the tone and voice of the speaker suggest, what the relationship is between speaker and listener, and what the listener's experience with the word(s) has been in the past.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Problems When Using Words • Assuming the Other Person Is Using the Words Just the Way You Are (4)	Ask students to illustrate from their own experiences the problems contained in the "roadblocks" identified by Stuart Chase. For example, the term "blue collar worker" is an abstraction and as such its meaning is fuzzy. For some people, "blue collar" means menial, not very important work, but for others it means an honest, honorable occupation through which the work of the world is done.	This is a common problem in communications. If I use a certain word in a friendly way and my listener interprets it in a negative way, we are obviously not on the same wave length. Stuart Chase, who has been interested in semantics and language for many years, identifies the following as "roadblocks to understanding:" • Confusing words with things • Confusing facts with opinions • Judging things as black or white • Guilt by association • Using jargon and gobbledygook • Using abstractions
• Words Often Have Emotional Overtones (4)		Consider the word *union*. To many people the word still stirs up impressions of activity somehow unnecessary, perhaps dishonorable, possibly un-American. Consider words like *communism*, *socialism*, *hippies*, and *love*. Do they stir your emotions?
• Jargon (4)		Consider words like *bush leaguer*, *punk*, and *fink*. Do they generate emotion? Every trade and every industry develops its own special language, its own words. The word mud to a mason means the cement mortar that will be used in laying brick. To anyone else, the word mud is wet clay or dirt, something to be avoided.
• Solving Such Problems (4)		Solutions relating to using problem words are possible if one can first recognize that potential difficulties exist and then practice avoiding those problem words. One can avoid the abstractions, use descriptive words, avoid stopping and interrupting others and concentrate instead on helping others to communicate. Avoid slogans, and cliches and instead practice the essential art of asking questions to make sure that the real meaning is being shared.

UNIT 2

MODULE 3

LISTENING — THE MOST OVERLOOKED TOOL IN COMMUNICATIONS

Examines some of the common barriers to effective listening and discusses means of overcoming these barriers

OBJECTIVES

At the completion of this module students will be able to:

(1) *Specify the importance of listening and the general listening problem faced by most Americans*

(2) *List the most common barriers to effective listening*

(3) *Enumerate the techniques for becoming a better listener*

REFERENCES

(A) Bureau of Business Practice, Inc. *Action guide to improved communications.* Waterford, Conn. The Corporation. 1968. (Dynamic Management Series #109)

(B) Chase, Stuart. *Power of words.* New York, N.Y. Harcourt, Brace, and Jovanovich. 1954. (Publication out of print, but may be available through local library.)

(C) Dean, H.H. & Bryson, Kenneth. *Effective communication;* 2d. ed. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1961.

(D) Hackett, Herbert. *Understanding and being understood.* New York, N.Y. David McKay Co., Inc. 1957. (Publication out of print, may be available through local library.)

(E) Logan, Harlan, & Blochman, L.G. *Are you misunderstood?* New York, N.Y. Funk and Wagnalls, Inc. 1965. (Publication out of print, may be available through local library.)

(F) Martin, Elizabeth, *ed. Effective communication on the job.* New York, N.Y. American Management Association, Inc. 1963.

(G) Scheer, Wilbert. *You can improve your communications.* Swarthmore, Pa. The Personnel Journal, Inc. 1962.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Importance of Listening • Most Used Skill in Communications (1)	Duplicate and distribute a "Listener's Quiz" (Ref. 7, p. 66). Have students take the quiz at the start of this module and again a week later and compare results. Use the following suggested demonstration to illustrate how difficult it is to listen effectively. Divide the class into groups of eight to 10 and have each group sit in a circle. Give one member of each group a short story (a paragraph or so) containing five to six facts. The object is for the person to whisper the story to the person on his left, without referring to the written copy, and for that person to whisper it to the next person, continuing around the group until all have heard and passed on the story. The last person writes down what he understands the story to be and this is compared to the original. There should be a sufficient discrepancy to illustrate how much can be lost even when people are trying to listen.	It has been estimated that 90 percent of all communication is oral. Each time someone is talking at least one other person, and oftentimes many more than one other person, is listening. The larger the number of people in a discussion the more important listening becomes—if two people are talking, each would probably be listening about 50 percent of the time, but if the number of people increases to four the time spent listening increases to about 75 percent.
• Least Used Skill in Communications (1)		Estimates credit the average person with a listening efficiency of only 20 to 25 percent. This means that most people are really listening to each other at most only a quarter of the time. As most anyone with children will attest, children are the sharpest listeners.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Americans Are Poor Listeners (1)		Unfortunately, while most people lose some of this sharpness each year as they grow older, few, if any, schools either teach or test listening competence. One of our characteristics is our competitiveness. While it has often been touted as one of our greatest strengths, it is also, in a large part, responsible for our generally poor listening capabilities. This is because one way we compete is by demonstrating our knowledge about different topics. Unfortunately, we are often so busy formulating our next point that we are not really listening to what the other person is saying.
Common Barriers To Effective Listening • Problem of Concentration (2)	Show such films as, "Are You Listening" and "Listen Please" to assist in presenting the topic of listening effectively. The above films may be rented from the Audio-Visual Center, NYSSILR, Cornell U., Ithaca, N.Y. 14850.	To be an effective listener, a person must concentrate on what another person is saying. This is made difficult by the fact that the average rate of speech for most people (about 124 words per minute) is much slower than their thought speed. As a result, every listener has time to let his mind wander while another person is talking. He is assisted by a number of distractions present in many listening situations including distracting sounds from trains, cars, radios, or other members of the audience and also distractions resulting from improper room temperature, poor ventilation, or uncomfortable seats.
• Hearing Only What We Want To Hear (2)		The way we feel, our ideals, and our convictions color what we hear. Is a glass half full or half empty; is it partly sunny or partly cloudy? In each case, both statements may be equally true, but how we see them depends on our point of view at the time.
• Bias		Bias may take many forms. Often people decide beforehand just by looking at a speaker or listening to his voice that he has nothing to say, or some word or phrase may touch a nerve and cause a person to stop listening. A more subtle form of bias is to distort the speaker's presentation, hearing only those parts which seem to support our own views. This is often why people are surprised by statements or actions of persons they thought or felt they knew well, and claim they had no idea that was how the other person felt or believed. The reason for such misjudgments is that people tend to hear only those parts of conversations (and see only those actions) that support their own views and what they believe to be similar views of others.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		We have all no doubt suspected that the following takes place when a movie does not live up to the accolades in its advertisement. Where the critic writes that a particular movie was a waste of fine actors and a great story that could have been turned into an outstanding movie, the ad quotes him as writing "Fine actors... great story... outstanding movie." While this is an extreme case, we all do the same kind of editing in our day-to-day conversations.
• Prejudging (2)		Prejudging is the tendency to decide in our own minds whether an idea or statement is any good or not before the other person has even finished talking. Related to this is the urge to form a reply without really listening to what we are replying to.
• Impatience and Preoccupation (2)		These two separately are bad enough but when combined they can reduce a person's listening effectiveness to almost nothing.
• Nonverbal Communication (2)		This problem actually has two sides. On one hand, there is the barrier that results from listening without observing. That is, a person who listens to the words alone misses the additional meaning from the speaker's tone, gestures, and facial expressions, which may even contradict his verbal statement. On the other hand, these nonverbal influences are important and do not affect all persons in the same way. A person may be swayed in favor of or prejudiced against a speaker's message simply by the speaker's personality or voice; factors which may have nothing to do with what he is saying and over which he has little or no control.
• Pretended or Surface Listening (2)		Most people have either seen or done this themselves, most often in conversations and discussions. It occurs in at least two different situations. First, when the participants are so full of their own ideas that when someone else is talking the rest are not listening, but rather biding their time until their turn to speak comes. Such a situation results in lively talk but little communication. Second, when we do not really want to listen to the speaker but nod and grunt from time to time in order to fool him into thinking we are.

CONTENT	INSTRUCTIONAL SUGGESTIONS
• Missed Words (2)	
Improving One's Listening Techniques	
• Listen To Learn (3)	

BACKGROUND INFORMATION

When we read and find a paragraph or page that is of particular interest to us, we can stop and think about it, perhaps rereading it to make it clearer, and then, when we are through, pick up reading again where we left off. Unfortunately, if we attempt to use the same tecnnique in listening we soon find ourselves hopelessly behind.

If any conversation is to be worthwhile, the listener must participate, and merely waiting for the speaker to finish so that he may talk is not participation. Pay attention to what the other person is saying and do not let your own thoughts distract you. Instead of thinking about what you are going to say, concentrate on what the speaker is trying to tell you. Ask questions and encourage the speaker both to show your interest and to clarify any points you might have missed. In fact, the number of questions asked is a good indication of the amount of real listening that is taking place. Many questions which ask the speaker to explain his ideas and interests more clearly indicate that you are really listening and trying to understand what is being said. On the other hand, few questions and a tendency to use your time to speak to express your own ideas indicate you are not really listening.

A method of improving a listener's technique was developed by the New York Adult Education Council. First, break the class up into groups of six or so. Have one member in a group of five or six read aloud while the others concentrate on what is being read. After he has finished, have each member write up a summary of what they have heard. Then, have the members compare notes and see how much they differ (often the differences are large). Gradually each person will improve, often tranferring the skill they have obtained to their work and home situations.

Another method of improving listening capabilities has been suggested by Carl Rogers, the noted psychologist from the University of Chicago. Divide the class into groups of eight to 10 and then divide each of the smaller groups into two equal sides. Have the two sides discuss or debate some very emotional issue such as politics or the "right to work" law. When things get hot, have them

stop and institute the rule that before one side can reply to the last statement made by the other side, its members must summarize that last statement in such a way that it is accepted as correct by those who stated it. This forces each side to listen carefully before responding. It also has a tendency to take a lot of the emotion out of the discussion. This technique can be used by class members at home and on the job to improve both their listening habits and the habits of those around them.

- Assume the Speaker Has Something To Say and Hear Him Through (3)

Do not consider the speaker's words as merely an interruption of your own which must be tolerated. Withhold your personal evaluations of what is being said until the speaker has had an opportunity to make himself clear and until you are sure you understand what he has said.

- Determine the Speaker's Purpose and Follow the Development of His Message (3)

As you listen, try to determine what response the speaker wants from you and what main idea he is asking you to accept to get that response. Then, follow the reasoning he offers to support his proposition. Most important, as a listener, you need to realistically determine the purpose of the speaker and understand his motives for saying what he is saying. Additionally, you should determine such things as whether the speaker is using facts or personal opinions, whether or not the speaker's ideology is showing, whether there are references that can be checked for the speaker's remarks, and what important things he is leaving out.

- Listen How and What Speaker Says (3)

A great deal of information can be gained from the tone and word choice that a person uses.

- Briefly Repeat What You Have Been Told To Assure That You Understand Correctly (3)

Following this rule will force you to pay attention to the speaker.

THE ART OF TELLING: HOW TO PRESENT IDEAS IN A TALK

Examines the basic essentials of effective oral presentations and suggests additional skills to make the telling effective

OBJECTIVES

At the completion of this module students will be able to:

(1) *Explain why all craftsmen must be able to make an effective oral presentation*

(2) *Identify how the act of telling is learned*

(3) *List the requirements and standards for effective talks*

(4) *Distinguish the main functions (purposes) of a talk*

(5) *Identify useful hints and techniques for preparing and organizing a talk*

(6) *List the key points about delivering a good talk*

REFERENCES

(A) Sager, A.W. *Speak your way to success: a guide to effective speaking in business and the professions.* New York, N.Y. McGraw-Hill Book Co., Inc. 1968.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Importance of Being Able To Make an Oral Presentation • Who Me? (1)	Explain that the best and the only way to learn the art of telling is by telling. *All the points in this module can best be made through practice sessions.* Ask each student to prepare and present the first 4 or 5 minutes of a talk on a subject of his choice. After each student has given his opening, ask the class to point out what was effective or ineffective in the presentation.	You may not have to give as many talks as the professional politician, but most people find they have to give a talk at one time or another. As members of labor unions or even of social organizations, there are numerous occasions requiring one to stand in front of an audience and to deliver a message, that is, to communicate. Talking skills are particularly important in leadership. Those persons who can present their ideas clearly often become the leaders of a group. If you are asked to instruct someone in how something works, you cannot do it effectively unless you can express your ideas clearly. To tell it well may even help one to entertain others with better, more interesting stories or anecdotes.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
	After each student has had an opportunity to get on his feet at least once to give his introductory comments, ask him to prepare a complete 10 minute talk. Talks are given separately and critiqued in each instance. Critiques should emphasize the *positive* in order to build confidence and to overcome fear.	
• Develop the Needed Skills and Confidence (1)		Once it becomes clear that ideas can be expressed properly, listeners will respond, which, in turn, will help to build the feeling of satisfaction and self-confidence of the speaker. All of us could benefit from being able to say something more effectively.
Techniques for Making a Presentation (2)		In the final analysis, telling or presenting ideas orally is learned by telling. There are many key points about telling that can be learned by reading about them or listening to someone explain them. But we learn telling by telling and telling and telling.
Requirements and Standards for Effective Presentations		
• Minimum Personal Attributes of the Teller (3)		To be an effective teller, one has to *know* something about a given subject, to be eager to *share* this knowledge with others, and to know *how* to send the message to an audience.
• Desirable Speaker Attitudes (3)		None of us likes to be lectured to or preached at. We do like to be treated as equals, as mature adults.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		Be confident and do not apologize for any imagined deficiency in the grasp of the topic or of speaking ability. By the same token, do not be overconfident or cocky. Be sincere, courteous, and pleasant. It helps to be a bit of a showman. You do not have to be a television star or a presidential candidate to inject a little spice and imagination into your presentation. Ask some questions. Use your imagination.
• Audience Expectations of a Good Speaker (3)		An audience usually expects: • A well-organized and worthwhile set of ideas or message • A dynamic presentation • A speaker who obviously tries to relate to this particular audience • A speaker who does not read a talk, but instead delivers it in a manner appropriate to the place, time, and audience • A speaker without annoying and distracting personal mannerisms • To be able to hear and understand the speaker
Main Parts of a Talk • Introduction (4)		The introduction (usually the first five minutes of a talk) is used to accomplish several purposes. It is the time to introduce yourself to the audience, to build up interest in the talk, to outline (preview) the main parts of the talk, to explain any special ground rules, and to emphasize what the talk *will accomplish* or what the *objectives* are.
• Body (4)		Once the audience has been motivated and once the scene has been set in the introduction, the body (the main part) of the talk is delivered. The main part of the talk must be arranged in some logical sequence, point by point, (for example, the facts in this situation, alternatives, the action I suggest and why) and then delivered.
• Conclusion (4)		In this part of the talk the objective is restated, the pertinent facts repeated and the conclusion(s) drawn. This is brief (4-5 minutes) and to the point. There is no particular need to thank the audience.

CONTENT

- In Review (4)

Preparing and Organizing a Talk

- Determine Specific Objective (5)
- Select Overall Strategy (5)
- Follow Planned Strategy (5)

INSTRUCTIONAL SUGGESTIONS

BACKGROUND INFORMATION

The essential structure of a good talk is summarized in the old joke about the person who explained his style and technique of speaking. He said, "I tell my audience what I'm going to tell 'em, then I tell 'em, and when I'm finished with that, I tells 'em again what I told 'em."

The specific objective of a talk is determined by what you expect it will accomplish, assuming that everything goes according to plan. Are you attempting to persuade people to buy something, to vote for you? Are you trying to inform or educate them about a new development, practice, policy, or whatever? Is your major objective to amuse your audience? What is your objective? The better the answers to these basic questions, the greater the likelihood of an effective talk.

In selecting the overall strategy consider the following:

- How do you propose to obtain and keep the attention of your audience?
- Why should they listen to you?
- How will you appeal to them?

A talk must be complete and to be complete it must be organized. If not organized, it's like asking a person to look at individual pieces of a jigsaw puzzle: the person never sees the completed picture.

Talks can be organized in almost an infinite number of ways, but in all cases a good talk has a good opening, the main ideas, and a summary. Throughout, the good speaker is answering the audience's unspoken questions, such as: "Who cares about that", "I could care less," or "So what?"

Here are some tips from good speakers:

- Use an interesting or startling statement as a curtain raiser or at a few other points to stimulate and to arouse an audience.
- Summarize from time to time.

CONTENT

INSTRUCTIONAL SUGGESTIONS

BACKGROUND INFORMATION

Techniques for Delivering an Effective Talk

- Mannerisms (6)

- Voice (6)

- Fears (6)

- Change the order of words for different effects. "Lend me your ears" is more powerful than "I want you to listen to me."
- Sometimes words that rhyme can be used effectively to make an important point, as the advertisers have taught us. For example, "Go by bus and leave the driving to us."
- Include rhetorical questions such as,"Why do you think we are taking this route? We are because ..."
- The ending should be something your listeners *will remember.*

Whether you actually are or are not at ease, you should strive to give the appearance of being relaxed when you speak. "Look directly at the listeners" is still good advice. Gestures and bodily movements are acceptable providing they are not overdone and distracting. *Do not read a talk.*

Vary the pace of the talk. Use a conversational tone. Make sure everyone in the room can hear.

Remember, most people can read or listen at several hundred words per minute, but speak at only 100 to 150 words per minute. Good vocal emphasis and vitality plus good organization are required to keep listeners interested.

The only way to overcome fears of standing up before an audience is to stand up and do it. With practice will come confidence and diminished fear.

Remember, even great performers have "nerves." It is normal to be anxious.

It helps to know the subject.

Say it with convictions,say it with enthusiasm, say it honestly, and you will be too busy to be fearful.

EFFECTIVE WRITTEN COMMUNICATIONS

Explains why written communications are important to all craftsmen, differentiates between effective and ineffective written communications, and suggests way of acquiring writing skills

OBJECTIVES

At the completion of this module students will be able to:

(1) *List the major reasons why craftsmen should try to improve their writing skills*

(2) *Describe how ideas are organized into written communications; basic elements of composition*

(3) *Identify common mistakes and defects in writing*

(4) *Explain and use the principles of effective writing*

REFERENCES

(A) Gunning, Robert. *The technique of clear writing;* rev. ed. New York, N.Y. McGraw-Hill Book Co., Inc. 1968.

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CONTENT	INSTRUCTIONAL SUGGESTIONS
Importance of Improving One's Writing Skills • Letters (1)	*The major objective of this module can be achieved by any instructor who is interested in effective written communications. To make the module truly stimulating and useful writing exercises are recommended. They should be carefully edited and discussed by a qualified instructor-writer.*
• Job Related Communications (1)	Ask students to: • Compose a letter to the editor of a newspaper concerning some recent editorial

BACKGROUND INFORMATION

All of us write letters. The letter is a standard form of written communication which is used for personal and business reasons. Business letters are rather impersonal communications when we want to order something, obtain a job, pay for something, obtain needed information, and the like. They follow a standard form which includes: the heading (place and date of writing), the inside address (that is, the party who is to receive the letter) the salutation (Dear Sir, Dear Mr.) the body (the message), the closing phrase (Yours truly, Sincerely) and the writer's signature.

All jobs require written communications of one kind or another, such as suggestions or explanations, complaints or grievances, safety reports, requests for additional tools, or supplies, requests for information about job status, time for personal business, and suggested changes. While some jobs require almost full time devoted to writing (for example, newspaper reporters), even the lowliest of jobs require job holders to be able to communicate ideas in writing.

CONTENT	INSTRUCTIONAL SUGGESTIONS
	• Write a business letter on any subject of their choosing • Write a short report describing the safety conditions, practices, hazards at their place of work
• Possibility of Improving Writing Skills (1)	
• Getting Results (1)	
Basic Elements of Composition	
• Grammar and Composition (2)	

BACKGROUND INFORMATION

A person may improve his writing skills but it takes more than reading or talking about it. It is important to understand the principles and techniques of clear writing. In the final analysis, however, one learns to write by writing—by practice and more practice, particularly with the help of a good coach. It is not too different from learning how to weld or learning how to bowl; by practice, practice, and more practice after learning the fundamentals.

Craftsmen should try to improve their writing skills in order to obtain good results with their written documents. A good rule of thumb to remember is that if the reader does not understnnd what you have written it is *you* who have failed.

Since writing is based on the use of grammar a quick review of the elements are given below.

Parts of Speech

- Nouns - names of persons,places, or things.
- Verbs - words that express actions, happenings, or a mode of being
- Adjectives - modifiers and describers of verbs
- Adverbs - modifiers and describers of verbs
- Prepositions - words that relate nouns and pronouns to other words in the sentence
- Conjunctions - words that join other words or phrases
- Interjections - words that express feeling
- Pronouns - words that take the place of nouns

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		A phrase is a group or collection of words arranged in pattern but not a complete sentence. For example, "We'll finish the job *after our coffee break.*"
		A clause is a group of words that is self-sufficient or complete by itself. It contains a subject and a predicate. In other words, a simple sentence is also a clause, as for example, "Namath is the quarterback."
		The sentence is a basic unit of statement, beginning with a capital letter and ending with a period to signify a complete unit. Sentences can be constructed in an infinite variety of ways. A two word sentence such as "Beat it." is perfectly proper but so is a very long sentence using fifty or a hundred words. Effective written communications are based on clear sentences.
		The paragraph is a group of sentences which together are a complete unit of ideas or discussion. Paragraphs are the basic building blocks which together form a written composition such as a letter, a memorandum, a newspaper, or a book.
• Actual Practice (2)		There is no guaranteed or scientific approach to the writing process. Some people make elaborate outlines or blueprints of what they have to construct. Others suggest that making an outline is just an excuse for not sitting down and beginning to write. There are no hard and fast rules but the following ideas have been used, at one time or another, by good writers: • Outline each major topic and subtopic • Write a draft knowing that it will be reworked • Ask someone else to read and comment on the draft • Write and then write some more
Common Mistakes and Defects in Writing • Spelling (3)		There is not much excuse for spelling incorrectly since dictionaries are widely available. Poor spelling is a sign of sloppiness or laziness or both.

CONTENT	INSTRUCTIONAL SUGGESTIONS
• Punctuation (3)	
• Inaccurate Subject-verb Agreement (3)	
• Wrong Case of Pronouns (2)	
• Inaccurate Pronoun Reference (3)	
• Tense (3)	
• Adjectives and Adverbs (3)	

BACKGROUND INFORMATION

Each punctuation mark has a specific use, which if used correctly, will help to clarify what is meant in a written composition. Just as in sports, the rules must be understood in order to play the game; so it is with punctuation rules.

The basic rule is that a verb agrees with its subject in person and number. Sometimes it gets to be a little tricky. Consider the following sentences:

- "Behind the main plant, as satellite buildings, there [is, are] a fire house and a guard house."
- "There [are, is] six men in this crew."

When to use he, him, me, I? These are frequently misused. Consider the following sentences:

- Pay raises were given to both my crew chief and [I, me]."
- "Tom is a much better worker than [I, me]."

The pronoun should refer to its antecedent. Consider the following sentence:

- "Tom told Tim he had had a minor accident the day before." (Who is he?)

Tense refers to the timing of verbs. In the present tense we say, "I am going to the store" as opposed to the past tense, "I went." Consider the following sentence:

- "When Jack [had been, was] on suspension from his job for three days he was informed that he could appeal the arbitrator's ruling."

Some are obviously incorrect as for example, "The *most slowest* craftsman is not always the most accurate", or "The beer tasted *flatly*" or "He saws thin plywood *perfect*."

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Incomplete Sentences (3)		There are any number of mistakes that can be made in sentence construction. As already indicated a common error is to leave the sentence incomplete. Others include: • Running several clauses together (The steward says we are entitled to four hours call-in pay the fitters got three hours on the last job.) • Including too many ideas in one sentence • Using weak passive verbs instead of action verbs • Leaving things dangling
Principles of Effective Writing		
• Be Specific and Concrete (4)		Use the precise word. Do not beat around the bush or use obscure or unknown words.
• Emphasize Main Ideas with Good Punctuation and Carefully Chosen Words (4)		Do not overdo it. Do not underline every word because that technique will soon lose its effectiveness.
• Make Sentences Shorter Rather Than Longer (4)		It is not a good idea to reduce all sentences to "Run Spot run," or "Watch Spot run."
• Use Active Instead of Passive Words (4)		Say it unambiguously. For example,"Here are my opinions on this", instead of "The opinions of the undersigned are being submitted in this document as per your request."
• Write It the Way You Would Say It (4)		When we converse with one another, we tend to be direct. Unfortunately, when we put pencil to paper there is sometimes a tendency to become pompous, complicated, or obtuse.
• Write To Communicate (4)		This point was effectively made by Robert Gunning when he said, "Write to express, not to impress."

UNIT 2 MODULE 6

COMMUNICATIONS IN FORMAL MEETINGS: SIMPLIFIED PARLIAMENTARY PROCEDURE

Explains the basic fundamentals of parliamentary procedures

OBJECTIVES

At the completion of this module students will be able to:

(1) *Identify the reasons why many organizations have adopted parliamentary procedure*

(2) *Describe an average or typical meeting where parliamentary rules of order are used*

(3) *List and explain what all members are required to do at meetings*

(4) *Describe what you, as a member, have the power to do during a meeting*

(5) *Explain why and how some motions are considered to be more important than others*

REFERENCES

(A) Whitney, B.A. *Please come to order.* Annandale, Va. The Turnpike Press. 1966.

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CONTENT	INSTRUCTIONAL SUGGESTIONS
Importance of Using Parliamentary Procedure • Definitions (1)	Use a film such as, "Parliamentary Procedures in Action", to assist in presenting the topic. The film may be rented from the Audio-Visual Center NYSSILR, Cornell U., Ithaca, N.Y. 14850.

BACKGROUND INFORMATION

Organizations which use democratic principles to conduct their affairs must have an established set of rules for doing their work. Thus, a trade union, the Congress of the U.S., or even a local PTA, needs a system of rules for considering what is to be done or how decisions will be made.

The opposite of parliamentary procedure is anarchy, or stampede, where there is no order whatsoever.

All parliamentary procedures, whether elaborate, as in the case of the U.S. Congress, or simplified as in the case of most labor unions, have established agreed-upon ways for debating issues, for disagreeing, and for making decisions based on the will of the majority.

CONTENT	INSTRUCTIONAL SUGGESTIONS
• Need for Rules of Order (1)	
• Required Usage (1)	
Meeting Procedures	
• Presiding Officer (2)	
• Meeting Agenda (2)	

BACKGROUND INFORMATION

A meeting can be compared to an athletic contest in that rules are necessary in both cases. If there were no rules (no umpires), we never would see the end of the baseball game. This is exactly what happens on the sandlots where some games are never finished because no one agreed on the rules. Thus, rules of order should govern any formal meeting.

Other reasons why rules are necessary include:

- Make sure that the minority as well as the majority have an opportunity to discuss each issue
- Protect minority rights
- Enable the majority to reach democratic decisions
- Prevent a few people from "taking over" an organization

Although most organizations use "Robert's Rules of Order," an organization is free to adopt any set of rules it wants. Most unions, for example, use a simplified set of rules, particularly at local level meetings.

The presiding officer or chairman controls the meeting and sees that it does not get out of hand. He rules on matters of procedure and keeps everything on the track. He gives everyone a chance to be heard but he is there also to make sure that the meeting does not bog down in confusion, fighting, or contradiction. A good chairman tries hard to achieve the business for which the meeting was called while giving everyone a chance to be heard.

In most cases the procedure for meetings is as follows:

- Call to order - a roll call may be taken to determine whether a quorum is present
- Reading of minutes of previous meeting - members may object to and correct the minutes so that they become an accurate record of what really happened
- Reports of officers and committees - reports from treasurers are almost always required
- Unfinished business

CONTENT

INSTRUCTIONAL SUGGESTIONS

Member Conduct During Meeting

- Basic Principles of Parliamentary Procedure (3)

- Common Meeting Courtesy (3)

Rights of Members During Meetings

- Make a Motion (4)

BACKGROUND INFORMATION

- New business
- Adjournment

A general and very important principle is that there is no speaking or discussion at a meeting except about a motion. There is one exception, when a chairman, at the beginning of a meeting, may make announcements or when there is consensus by the group to permit informal discussion. All discussion is aimed at or directed to a motion until it is passed, defeated, amended, or tabled, after which discussion is then directed at another motion. There must always be a motion on the floor relating to the agenda or business of the meeting. Only one motion is discussed at any given time.

No one may speak without permission from the chair. You have heard the expression, "The Chair recognizes...," All members have a right to speak on any given motion.

An impersonal courteous address is preferred. For example, it is preferred practice to speak about a particular motion, not the person who started to move it. All discussion, debate, or questioning is addressed to the chairman and through him back to the floor.

The chairman is supposed to be fair and give equal time to all. Whatever rules of procedure are used, they should be applied fairly and uniformly.

To make a motion one should:

- Rise and be recognized by the chairman
- State the motion (for example, at a union meeting "Mr. Chairman, I move that we accept the employer's offer on wages and terms for next year's collective agreement."

When your motion is seconded by another member, the chairman calls for discussion on the motion and eventually when everyone has had their say, the chair calls for a vote on it.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Second a Motion (4)		Many, but not all motions, require a second to get the discussion started. You are not bound to vote for a motion just because you were a second. You are simply agreeing to bring the matter before the group for official discussion and decision.
• Present an Amendment to a Motion (4)		One can rise, be recognized, and offer an amendment to a motion providing that the amendment is specifically related to the original question. It must be closely akin to the original motion. One needs to be careful with amendments because they often create confusion as to just exactly what is being discussed. Unscrupulous members may try to amend motions to death, that is, to destroy the original question before the house.
• Discuss and Debate (4)		One may speak against or in favor of a motion at least twice and even more often if local ground rules permit it.
• Withdraw a Motion		If, after a motion has been made and before the question has been voted, one may make a motion to withdraw the motion (this does not require a second).
• Vote or Abstain from Voting (4)		Members in good standing who have voting privileges (not observers) may vote or abstain from voting on questions before the house.
• Nominate Members for Office (4)		Parliamentary procedure is a democratic procedure in that officers for the organization are nominated and then are elected to their offices.
• Other Rights (4)		Additionally a member may request the chairman to provide some information or to rule on a point of procedure. This procedure is simply, "I rise to a point of order," or "I rise to a point of information." If a member wants to forestall or postpone action, he may make a motion to "lay it on the table" until a specified date or indefinitely.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		Decisions by the chairman may be appealed by saying, "Mr. Chairman, I appeal from the decision of the chair," and the total body will decide the point.
• Interrupts a Speaker (4)		It is not proper to interrupt a speaker during a discussion except to: • Rise to a point of order or information • Raise a point of privilege, such as, the conditions of the room, the agenda is not being followed, too noisy, or speakers are being too personal. • Appeal to the chair
Priority of Motions • Privileged to Main Motions (5)	Use a chart of parliamentary motions, such as the one designed by Byrl Whitney, to assist in presenting the rank order of motions. (Ref. A) Simulate a meeting situation and let students practice using parliamentary procedures for the conduct of routine union business. Select such suggestions as accepting reports, paying bills, appointing committees, making and passing or defeating motions, electing officers. Select a controversial issue to show how to amend, pass, defeat, or take other action on the topic.	There are classes of motions arranged from those with the highest priority (or rank) down to the lowest. Higher ranked motions take precedence (are privileged) over lower ranked motions. Privileged Motion (highest ranking) If someone is being personally slandered during a meeting, it is a member's privilege to stop such behavior immediately by rising to a point of order or privilege, or when it is time to adjourn this motion takes precedence. Principal or Main Motion (lowest ranking) This is the weakest of all motions because any other motion (see Table of Motions) may be made and decided before the main motion is decided.

CUSTOMER RELATIONS

Emphasizes the importance of good customer relations to all tradesmen and discusses some means by which good customer relations are created and maintained

OBJECTIVES

At the completion of this module students will be able to:

(1) *Explain the importance of good customer relations*

(2) *Enumerate the method of identifying who and where the customer is*

(3) *List the things a customer wants and has a right to expect in his dealings with tradesmen*

(4) *List the ways each craftsman can contribute to good customer relations*

(5) *Explain what separates the ordinary salesperson from the exceptional salesperson*

(6) *Illustrate how to answer customer objections, and when and how to close a sale*

(7) *Enumerate the importance of saying "thank you" and meaning it, and reassuring the customer on his choice after the sale is completed*

(8) *Analyze the techniques for handling customer complaints and providing indirect customer services*

REFERENCES

(A) Einstein, A.W., Sr. & Einstein, A.W., Jr. *What you should know about customer relations.* Dobbs Ferry, N.Y. Oceana Publications. 1966.

(B) Mosely, L.W. *Customer relations: the road to greater profits.* New York, N.Y. Chain Store Publishing Corp. 1972.

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CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Importance of Good Customer Relations • Definition (1)	Discuss the need for customer service and good customer relations in all trades. Point out that while many tradesmen do not sell directly, their attitude toward customers and the way they deal with them	Consumer—someone who uses what you are selling but may or may not buy from you Customer—someone with whom you do business Public—everyone, regardless of whether or not they are possible customers

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
	can have a profound effect on their employer's business and ultimately upon them. (Ref. A, pp. 1-3, 42, 81; Ref. B, pp. 5-6)	Customer relations—what customers think of a business or the level of customer relations
• Objective (1)	Contact one of the Regional Offices of the State of New York Dept. of Commerce to see if they have materials on customer relations and/or the names of qualified persons who can discuss the topic with your class.	The objective of customer relations is to keep old customers and to get new ones in order to expand the business
• Inevitablility of Some Kind of Customer Relations (1)	Contact the local Chamber of Commerce to see if there are qualified people in the area that can come and discuss the fundamentals of customer relations with the class.	Anytime a person does business with a firm, that person forms some sort of opinion about that company. This opinion may be good or it may be bad, but it is an inevitable part of doing business.
• Importance of Good Customer Relations (1)	Contact the local BOCES, vocational high school, community college, business school, or college in your area as they may have or know of people or materials that would be helpful to you on this subject. Many are extremely willing to help if you will just call and tell them your needs.	Most businesses rely on their customers' opinions of and trust in them for their continuing patronage. While you might think that this affects only the owners of these businesses, this is not true. It also is important to employees because the more successful a particular business is the greater the demand for people to sell, make and/or install that business's goods and services. This is particularly true in the construction and service trades. The influence of employees on customer relations is very great because these are generally the people the customer sees face to face and does business with. In many cases, all it takes is one bad experience for a customer to condemn a whole organization. Always keep in mind that the customer may not always be right, but he is always the customer, and most businesses depend on their customers' continuing patronage, and customers tend to remember unpleasant experiences while forgetting the efforts made on their behalf.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		Many tradesmen do not see themselves as salesmen, but they really are. When they go out on a job or take in a job, they must be able to determine the customer's needs and then sell him the goods and services that will satisfy those needs. It is not the same kind of selling that an automobile salesman does, but most often it is more subtle, nevertheless, it is selling.
Identifying the Customer • Who Is the Customer (2)	Discuss with students the identity of the customer (Ref. A, pp. 9-16)	If you want to increase your business or if you would like to see your employer's business increase so you may have more hours of work, you have essentially two options. First, you can increase your sales to your present customers, which in many businesses is difficult, if not impossible. Second, you can find new customers. However, to do this you must first know who your customers are, their needs, desires, location, and characteristics.
• What Is the Market (2)		First, you want to know the size of your potential trading area. This can vary greatly, depending on the type and size of your business and your own ambition, but includes all those people you can reasonably hope to reach. Second, you want to know everything you can about the needs of your customers. How do they use your product or service? People purchase goods and services to fulfill needs and desires and it is simply in your best interests to understand these needs and desires, because your success is dependent on your ability to fulfill them. Third, you want to know about the characteristics of your customers. When do they like to shop? Are there characteristics such as occupation, language, and ethnic background that limit or expand the possibilities of your doing business with them?
• Analyze the Trading Area (2)		One way to begin your analysis is to start with the bottom line and determine how much money you would like you or your employer to make after taxes. From there you determine the average possible sale to each of your customers (the technique for doing this can be found in any good marketing or market research textbook). Multiplying this average sale figure by the average percentage profit after taxes (often available from trade associations, the

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		federal government, trade publications, or marketing consultants) gives you your average profit per customer. Dividing this into your desired after tax income gives you the number of customers you will need. However, since not every person in an area needs what you are selling, will trade with you or will like you personally, you have to make an assumption of what percentage of a given population you will be able to do business with. If, for example, it is one in 10, then you must multiply your number of customers by 10. Further, if only a select group uses your product or service, then you have to use the census or some business survey to determine how large a total population you will need to get the required number of customers. Once this number is determined, the next step is to look at the map and see how big an area it requires. Now you can adjust your business policies to match this geographic distribution, or adjust them to change one of the percentages so you can work with a smaller area (for example, by attempting to serve one out of every four persons rather than one out of 10). Once your trading area is defined, you will need to know something of the population and how it lives. This would include such things as per capita income, work habits, area retail sales, local customs, competition and its policies, nearness of potentially competing markets, transportation facilities, and type of dwellings. This tells us what the potential customer likes, what he does not like, what he fears, what he respects, and the like, so you can tailor your customer relations policy to fit him. However, this policy should be flexible enough to change as you move into new markets with different characteristics. Remember that statistics are only a guide; you must deal with people, and people vary greatly even though statistics will portray them as having common characteristics.
Things the Customer Wants and Expects • What Customers Want (3)	Discuss with students the wants and expectations of customers. (Ref. A, pp. 25-29, 81-82; Ref. B, pp. 40-56)	While customers may differ in their reactions to the appearance of a store or shop and the variety of merchandise or services available, virtually all customers do react favorably to fair treatment and honest, friendly, helpful employees who make their transactions a pleasant experience.

CONTENT

INSTRUCTIONAL SUGGESTIONS

BACKGROUND INFORMATION

The criticism of much of today's business is that it is impersonal. Apparently many customers feel that they are not recognized as individuals, that they are just another customer coming through the door.

Human beings have a basic need for recognition. This is why a person wants to dress differently from his neighbors, drive a different car, and live in a unique house. An excellent way of personalizing your relationship with your customers is to learn their names, and greet them by name whenever you encounter them. If you do not know their name, a cheerful good morning will serve the purpose. However, you should try to learn each person's name as quickly as possible and then use it. It will also help if you wear a name tag so that the customer can feel more like his dealings with you are not impersonal. Try to remember how you feel when people recognize and take an interest in you.

- Pleasant People Who Are Concerned (3)

This means being pleasant all day long, not just in the midmorning and early afternoon, but also near opening and closing time. It means treating people like valued customers and not like bothers. It means waiting on people promptly before finishing your discussion or argument with fellow employees. Finally, it means patiently and politely explaining price rises or service delays, even if the customer becomes emotional about the situation. Businesses depend on customers and people in or working for those businesses should treat their customers as they themselves would like to be treated.

- Knowledgeable People Who Give Honest Advice (3)

Customers expect to find satisfactory goods and services. They depend upon the people working there to give them honest and informative advice. If the merchandise is not suitable for the purpose the customer has in mind, or the service is not exactly what is required, they should be told so and a more satisfactory solution should be suggested. Concentration only on the immediate sale is a very poor, shortrun objective. Good will that will lead to future sales from both the customer involved and those he might talk to is much more important than making a sale which will eventually lead to customer dissatisfaction.

CONTENT	INSTRUCTIONAL SUGGESTIONS
Ways to Develop Good Customer Relations • Courtesy (4)	Discuss with students ways to develop good customer relations (Ref. B, pp. 262-270)
• Not Sharing Your Problems With Customer (4)	
• Listen to the Customer's Troubles (4)	

BACKGROUND INFORMATION

In short, the customer wants to feel a sense of fairness and satisfaction when he concludes his business with you.

Oftentimes a customer does not know exactly what he needs or wants. A good tradesman can often express in words what the customer only feels or guide him by showing and suggesting merchandise or services. This should be done willingly and generously in an attempt to satisfy the customer's interest and not the trade's. Take the time to explain different possibilities and make sure the customer understands why you are suggesting one course of action over another.

Tradesmen often have a great deal to do with creating the atmosphere in which they work. When a person says that a particular establishment is a lousy place to work or shop, more often than not the establishment itself has little to do with creating this impression. Instead, the people who work there do. The courtesy and attention shown the customer by every tradesman influences that customer's impression of the establishment as much as the actual goods or services provided. Courtesy is the mark of a real professional who knows and believes in himself and his abilities. It costs nothing, but can pay back great dividends for both the individual craftsman and the organization with which he is associated.

Most customers have plenty of problems of their own. They neither need to know nor hear the troubles of the tradesman with whom they are dealing, nor should they be subjected to them. It should always be kept in mind that the customer is primarily interested in one thing-service-and that the more distractions such as complaints are kept to a minimum the greater the chances for good customer relations.

As unfair as it may seem, the issue of complaints is not a two-way street. While you should not share your problems with the customer, you should be willing to listen to his, especially if they have to do with the service or merchandise he is purchasing. Many times customers will feel greatly relieved to get such matters off their chests. If the customer is not fully satisfied by your

explanations, you should probably refer him to your boss. In such a case, the best tactic would be to find your boss and bring him to the customer. This should show the customer that you are interested and not just trying to put him off.

- Appearance (4)

Even in this age of changing styles and modes of dress, the way you look is important. Your appearance often sets the tone in the establishment. No one expects a person who works with materials and equipment that get dirty to stay immaculate but it is important that you keep yourself as neat and clean as possible. Long hair, beards, and the like are all pretty much accepted these days. However, keeping these well trimmed is important for reasons other than good appearance. Safety precautions would seem to indicate that trimmed hair and beards are preferable to longer styles which can get caught in moving machinery parts. Different styles of clothes should be acceptable as long as they are neat and clean. Try to see yourself as the customer does, and decide whether or not you would be happy with yourself if you were in their shoes.

- Be Friendly But Business-like (4)

Customers appreciate friendly service, but most have also come to expect to be treated in a businesslike manner. Remember, you are professionals, and people expect you to act as such. This does not mean you have to be stuffy or aloof, but such things as horseplay should be kept to a minimum, especially in the customer's presence. How much confidence would you have in a person's work if every time you saw him he was goofing off?

- Give Assistance (4)

Providing information is one of the most necessary customer services you can perform. People tend to remember both those establishments or firms where they were offered assistance and those where they were ignored or given curt answers to their questions. It is also a good idea to volunteer assistance if the client or customer looks puzzled or confused, since many people are hesitant about asking for assistance.

Qualities of an Exceptional Salesperson

The ordinary salesperson knows the basics and little else. He knows where the merchandise is located, that he should greet the customer pleasantly, and that he should not be timid about

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• The Ordinary Salesperson (5)		demonstrating the merchandise or explaining the service. He fills orders more than he makes sales. The problems are that while he recognizes what he is selling, he really knows very little about each good or service, its uses, strengths, and weaknesses. While he knows who his customers are, he knows little about why they are buying the things they do, and while he knows how to fill out a sales slip, he does not know how to help a customer make a decision about a sale.
• The Exceptional Salesperson (5)		The exceptional salesperson is able to furnish the information the customer wants immediately, and often without being asked, because he has taken the time to become knowledgeable about all the goods and services he deals with. He does not lecture about the merchandise, but he does give the customer the necessary facts about a product or service, which thus makes it more meanignful and valuable for him. Finally, he know that every customer makes the following five decisions before buying: what he needs, what goods or services will satisfy that need, when to buy these goods and services, where to buy them, and how much he should pay for them. As importantly, he is able, through experience and talking with more experienced tradesmen, to size up a customer quickly and determine which of the steps have already been made so he can devote himself to helping the person make the remaining decisions.
Dealing with Customer's Objections and Closing the Sale • Types of Customer Objections (6)	Use cassettes or tapes that show how to overcome customer's objections and to close a sale, such as "Harmonizing with Objections," "Five Step Magic Close," "How to Open and Close the Sale," and "Ten New Secrets on Closing More Sales." Information relating to the above tapes may be obtained from Listening Library, 1 Park Ave., Old Greenwich, Conn. 06870.	Customers' objections generally fall into the follcwing categories: • The desire to defer the decision • The desire to avoid the decision in favor of some other item The most common objection is the desire to defer the decision which is usually a result of the customer's inability to complete the five buying decisions, excusing himself by saying, "I want to think it over," or "I want to look around some more." Remember that customer objections are like road blocks, which,when intelligently removed, result in sales.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Dealing With the Customer's Desire To Defer the Purchase (6)		Since most customers resent high pressure selling, your responsibility is to concentrate on presenting information to help the customer complete the decisionmaking process. You should not try to sell the customer merchandise which he is not interested in. However, you should attempt to point out all the important points and qualities of the good or service in question, so that when the decision to buy is finally made, your merchandise stands the best possible chance of being chosen. One of the best ways to meet customers' objections is to anticipate them. For example, if one item or service costs more than another, the customer wants to know why. If differences appear between items in size, shape, color, material or construction, the customer wants to know what advantages one item offers over others.
• Closing the Sale (6)		The successful closing of sales depends largely on the salesperson's ability to help the customer make favorable minor decisions during the presentation of the merchandise or service. The customer's reactions to the merchandise or service and his agreement with specific selling points indicates that the transaction is reaching a close. A tactful question that presumes the person will purchase the goods or services under consideration such as, "Do you want us to deliver this part or do you want to take it with you?" or "We can begin the work this afternoon or by the end of the week at the latest" can easily conclude the purchase. However, it must be noted that any attempts to close the transaction will be regarded as "pressure selling" unless the customer is ready to make a definite decision. He may want further help in making up his mind. Remember, that not all sales are closed at the first presentation. Even the top salespeople sell only about half of those with whom they deal.
• Things To Remember (6)		Remember that customers like people who do not attempt to hurry them into making a decision, who give honest advice, and who are pleasant and courteous at all times.
• Suggestion Selling (6)		This technique is grounded in anticipating the needs of the customer. When you are dealing with a customer, suggest that he might consider

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		a companion purchase, such as a good or service that goes with or complements the one under consideration. This is usually done when the first sale has been closed, although the groundwork should be laid from the very beginning. This is an excellent way to get two or three sales from a situation that looked as if it would yield only one.
Importance of Being Courteous and Reassuring Customer • Express Sincere Gratitude (7)		Saying "thank you" is not only a common courtesy, it is good business. Remember, the customer has selected your establishment over all the others and it is appropriate to tell him, when the sale is closed, that this favor is appreciated. Too, customers like to be thanked by those they patronize and it is an incentive for them to return again.
• After-sale reassurance (7)		A good salesperson knows that there is apt to be some doubt and indecision in a customer's mind after that important decision to buy has been made. He also knows that the best way to prevent such after-purchase doubts and to handle them when they arise is to reassure the customer that he has made a wise choice and to repeat the strong points of the product or service. Satisfaction does not lie within the goods and services alone. It must also be carried away in the mind of the customer.
Handling Customer's Complaints and Providing Indirect Customer Services • Is the Customer Always Right? (8)	Discuss with students how to handle customer's complaints. (Ref. A, pp. 31-35; Ref. B, pp. 268-269)	One of the big problems in any business is accepting returned merchandise, making adjustments for damaged merchandise, and handling mistakes in delivery or overcharges and undercharges. Despite the fact that it may seem like every customer makes unreasonable complaints, the truth is the customer who is making a real and honest criticism is hard to find because most disappointed customers tell their troubles to their neighbors. Therefore, unless the same person keeps making dubious complaints or a complaint seems particularly groundless, complaints should be handled for what they are—a good will gesture toward better customer relations.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Dealing with a Dissatisfied Customer (8)		A good way to deal with an irate customer is to try to put yourself into his shoes and imagine that you are the person who is dissatisfied. Furthermore, give the customer the benefit of the doubt and assume the complaint is valid. The following three simple steps can help immeasurably to deal with an irate customer. First, let the customer tell his story and sympathize with him. Second, apologize to the customer (even if you do not feel you made a mistake). Third, make a prompt adjustment. In many cases, the customer will be antagonistic but you must try not to lose your temper so that the exchange deteriorates into a shouting match. If this happens, nothing gets accomplished except for the creation of bad feelings and ill will. Instead, meet the customer with courteous, tactful treatment. In most cases, it will take the wind out of his sails and if the complaint is correctly adjusted will send him out of the store in a completely changed frame of mind. If the customer is wrong, you have to evaluate his worth to you. If you prove yourself right and/or refuse the complaint, you may lose him. If you take the blame, the replacement costs you money, but you build customer relations which may pay much bigger dividends. The choice has to be made by you. When you make the choice, remember that it is not just the one customer that you should consider, but also all the people he might influence either positively or negatively.
• Providing Indirect Customer Services (8)		Many people believe that customer service, and hence customer relations, is determined solely by what takes place in their daily face-to-face contacts. There are other services, however, which while not as obvious, are equally important. These include such things as rotating the stock so the merchandise offered for sale is always fresh, carefully marking all items so that the customer can easily see the price (or in the case of services, either clearly displaying the prices or having them conveniently available), and making sure that all goods or services are displayed or listed at all times. Other areas include careful ordering so that sufficient merchandise is on hand at all times, and in the case of services, careful scheduling so that appointments made are kept and overlapping is kept to a minimum. Even though the customer can't see these services, they are just as important as the direct services he sees and knows about.

RUMOR AND THE GRAPEVINE

Examines the reasons rumors start and spread and suggests ways in which every person can help to control the passing of false or misleading information

OBJECTIVES

At the completion of this module students will be able to:

(1) *Enumerate the popularly held beliefs concerning rumors*

(2) *State the definition of a rumor*

(3) *Explain the importance of rumors*

(4) *List the two basic conditions necessary for rumors to circulate*

(5) *State what types of persons are most likely to circulate rumors*

(6) *Examine the motives behind rumor spreading*

(7) *List ways of becoming more rumor-conscious and means of controlling the spreading of rumors*

(8) *Explain the importance, the benefits, and the dangers of the grapevine*

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CONTENT	INSTRUCTIONAL SUGGESTIONS
Popular Beliefs About Rumors • Grounded in Errors (1)	Discuss and illustrate the speed and power or rumors (Ref. B, pp. 1-2)

BACKGROUND INFORMATION

Rumors are commonly believed to be false reports. The label is also attached to reports that one tends to question or wishes not to believe. If a report turns out to be true, the source tends to be forgotten and if it is found to be false, it is dismissed as a rumor.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
• Transmitted by Word of Mouth (1)	Illustrate the basic problem with word of mouth transmissions that facilitates the circulation of rumors with the following experiment. Divide the class into separate groups of six or eight persons and separate the groups so they will not interfere with one another. The first person in each group is given a picture or a predetermined message which he must whisper to the next person. This person in turn passes on what he has heard (whispered, of course) until the message has been transmitted to all. Compare the final description or form of the message to the original. Any differences illustrate the problem of accurately conveying a message among several persons.	Many feel that word of mouth transmission is a principle identifying characteristic of rumors. One fact that gives support to this belief is that each time a message is transmitted it tends to change, even if only slightly, because few persons can remember messages verbatim, especially if they are at all complex.
• Do Not Begin as False Statements but Become False by Being Passed On (1)		The assumption is that the first person has seen or heard an event correctly, and that distortions occur only as the transmission is passed along.
• Problems with Popularly Held Beliefs (1)		While not necessarily false, popularly held beliefs do not always cover every situation. In this case, none of the conditions need occur to have a rumor. A person may misinterpret what he has seen or heard, rumors can and are spread by newspapers, radio, and television, and because events can be misinterpreted, rumors can be false from the initial transmission.
Definition of a Rumor (2)		A rumor is an unreliable and/or unverified or unverifiable evidence and/or statement about an event. The truth or falsity of the statement is in a sense secondary; what is of greatest importance is whether or not it can be verified by hard facts.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Importance of Rumors	Discuss the effects of rumors in our society (Ref. A,)	
• Much of Our Daily Conversation Consists of Rumor Spreading (3)	Use films such as "The Grapevine" or "Case History of a Rumor" to illustrate some of the negative consequences of rumor circulation. The films may be rented from Audio-Visual Center, NYSSILR, Cornell U., Ithaca, N.Y. 14850.	In our daily talks with friends and associates, we both receive and pass on large amounts of gossip, some purposefully, some not. Newspapers, radio, and television all help to circulate rumors throughout the country.
• False Information Is Sometimes Worse Than Ignorance (2)		In our modern, ever changing society, information is necessary for people to take action. However, as we shall demonstrate, false information often leads to misguided and even tragic action and outcomes.
• Rumors Often Magnify the Confusion and Can Have Serious Consequences (3)		At best, rumors severely burden those persons who are trying to reconstruct a particular series of events or who are trying to carry out some action. In many instances, however, the consequences of rumors have been, and will continue to be, much more serious. In more than one case, rumors about changes in management, production or equipment have caused unnecessary work stoppages and turnover. Talk of supposed shortages has resulted in panic buying which has in turn caused real shortages. Exaggerated, misleading or entirely false accounts or crimes, or other serious occurrences have led to panic, riots, and lynchings. Johnny Carson learned the power of the rumor when, on his show one night, he casually mentioned that he had heard there was going to be a toilet paper shortage. While meant as a humorous commentary on the state of the economy, it caused thousands of persons all over the country to rush out and stock up on toilet paper, which resulted in a real shortage.
• Rumors Are Used in Attempts To Dupe or Exploit Persons (3)		For thousands of years people have used the rumor to get or get back at persons or groups of persons that, for one reason or another, were disliked or even hated. Rumors were responsible for the death of Socrates in early Greece. In this country, the Salem witch hysteria

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
		was begun and fueled by rumors. Political parties have always (to a lesser or greater extent) used rumors and other false or distorted information to discredit opponents.
The Circulation of Rumors		
• Basic Conditions (4)		The subject or theme of the transmission of rumors must be important to both the speaker and the listener and the facts of the event must be blurred by some kind of ambiguity.
• Basic Law of Rumors (4)		The intensity of a rumor is determined by the multiplicative relation of the two conditions. A formula for this intensity would be $R \approx i \times a$ where R equals the strength of the rumor, i the importance of the subject, and a the ambiguousness of the facts. If either the importance or ambiguousness equals zero, there can be no rumor.
• Conditions Affecting the Basic Law of Rumors (4)		Conditions affecting the spread of rumors include: • Government surveillance and the penalties placed on rumor-spreading—the tighter the surveillance and the greater the penalties the less the rumor spreading • The homogeneity of the population—the less the similarity among the population the fewer the rumors because there is less communication between groups. People in the population who are rumor-wise — people who understand that they are likely to believe and spread rumors — are often less likely to spread rumors. The more persons there are that have this understanding, the less likely it is that rumors will spread.
Types of People Who Circulate Rumors (5)	Discuss with students whether or not they believe certain kinds of people are more likely than others to spread rumors. (Ref. D, pp. 7-8)	According to a study by the Office of War Information during WW II, it is not the idle and lonely who are most likely to spread rumors. Instead, the study found that the tendency to circulate rumors was greatest among the well-informed and socially active. This has been attributed to the fact that these persons have a greater opportunity to transmit unverified information because they hear and read more, have more contact, and repeat what they have heard more because they are involved in more discussions.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Motives for Spreading Rumors	Discuss and give examples of motives for spreading rumors (Ref. A; Ref. D, pp. 8-10)	
• Any Human Need May Motivate the Spreading of a Rumor (6)	Ask students to list the motives for rumors they have actually encountered.	Hopes and desires account for many of the "pie-in-the-sky" rumors. Hate results in stories that accuse and slander. Fear lies behind many of the far-out and threatening tales that are told. The interest in sex is reflected in the gossip that so often goes around.
• Rumors Serve Complex Purposes (6)		Not only does a rumor permit a person to satisfy one of the urges listed above, for example, to attack something or someone that he dislikes, but at the same time it helps him justify his feelings and explain to himself and others why he feels as he does.
• Rumors Used to Make Sense of Things Not Understood. (6)		Every day people are confronted with confusing situations. Faced with such confusion, most people strive to create order by learning what has caused it. Rumors often serve to provide a reason for these occurrences and situations which we cannot understand.
• Rumors Sometimes Involve Projections of the People Who Circulate Them (6)		Rumors can be like dreams, that is, they can project wishes, fears, and desires we have but do not admit to ourselves. Whenever a story we hear appeals to our fantasies, we have a greater tendency to believe it and pass it along.
• "Home-Stretch" Rumors (6)		"Home stretch" rumors are the frenzied stories which we hear just before some important event is to take place, and are in large part due to the competing news services' desire not to be scooped by a competitor. In such a situation, there is always the tendency to "jump the gun" on an important announcement.
• Other Reasons for Circulating Rumors (6)		People pass along stories for more reasons than fear, hate, and wishing. Reasons such as gaining attention, creating excitement, getting in good with someone by telling them what they want to hear, being in the know, filling an awkward pause in a conversation, or merely having something to say are all responsible for a portion of the rumors spread daily.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Becoming Rumor-conscious and Controlling the Spread of Rumors	Discuss with students ways of controlling the spread of rumors. (Ref. A; Ref. B, p. 126; Ref. D, pp. 17-24)	Several studies have found that the basic difference between those who panic in the face of a rumor and those who do not was that the latter checked with other sources to determine the validity of the story. It is important, however, that the sources come from a different circle of friends or a different department from the source of the rumor and that they be close enough to the event to know or have access to the facts.
• Obtain All the Facts Possible (7)		Rumors will always exist but a person should try to cut down or eliminate the false and misleading information.
• Take a Hard Look at Stories You Hear Before Accepting or Passing Them Along (7)		Persons who are cautious about accepting the stories they hear and who possess a healthy skepticism are better able to safeguard themselves in those situations where the evidence is not reliable. However, care should be taken to prevent such caution and skepticism from degenerating into a blind distrust of even authenticated or highly reliable reports.
• Organize Rumor "Hot Lines" and Control Groups (7)		During the riots of the early 1960's, it was found that telephone lines manned by impartial parties served as a means of controlling the spread of wild rumors. Persons who had heard a particular story could call in to have it verified against the known facts. The critical element was that the person or organization manning or operating the hot line or control center not be associated in any way with the event in question. Otherwise the credibility of the operation would be reduced to nothing.
• Stifling Rumors (7)		There are two approaches to stifling rumors, both of which have merit. One is to name the rumor, refute it with facts and hopefully blast it out of existence. The second assumes that publically denying a rumor will only serve to give it greater circulation. In the face of this possibility the tactic employed is to either ignore the rumor, allowing it to die over time, or to indirectly refute it by supplying factual information about the subject without making any mention of the rumor. Which approach is employed depends mostly on how widespread and injurious the rumor is.

CONTENT	INSTRUCTIONAL SUGGESTIONS	BACKGROUND INFORMATION
Importance, Benefits, and Dangers of the Grapevine	Discuss with students the benefits and dangers of the grapevine (Ref. C, pp. 68-70)	Virtually every organization has a formal communications network. Everyone has one or more persons he or she is supposed to report to and in many cases has one or more persons who are supposed to report to him or her. If someone wishes to contact someone else in another part of the organization, there is usually a prescribed chain of communication that he or she is supposed to use. This network of formal communications is often reflected in the organization chart. However, there is also another network of communications that exists in virtually every organization regardless of size and structure. This network is informal, it follows no set patterns of direction and conveys no set type of message, and it arises out of the informal social relationships among employees. This medium of communication is, of course, the grapevine.
• The Grapevine (80	Use the film, "The Grapevine," to illustrate what can occur if the grapevine is used as the sole means of getting information.	
• Importance of the Grapevine (8)		The gravevine exists in every organization and often transmits information much more quickly than the formal channels of communication. Some good information is passed along the grapevine.
• Benefits of the Grapevine (8)		The grapevine can be an excellent source of information and is capable of transmitting communications throughout an organization in a very short period of time. The grapevine also allows people to "blow off steam" about superiors and others they cannot usually talk back to, rather than having to hold such feelings back where they can fester and become worse. Finally, the grapevine provides information which for one reason or another management will not communicate through normal channels.
• Dangers of the Grapevine (8)		Some of the information in the grapevine is accurate, but some is not. Often people pass along only what best serves their purposes or what they imagine is the situation, rather than what actually is. If it is unverified, such misinformation can lead to rumors and all their negative effects Before reacting to or passing along information picked up from the grapevine, the wise person will check out its validity or accuracy with at least two separate, knowledgeable sources.